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ABSTRACT

Otis R. Bowen, Governor of Indiana, presents his view of the role of statewide boards of higher education. After reviewing suggestions proposed by an earlier speaker, Bowen focuses on four areas deemed important for statewide boards. The first area is scope: it is suggested that a review of existing programs be made to assess the viability of the degree programs. Other considerations in this area are responsiveness to the needs of the population and decision-making regarding the closing of schools. A second area discussed is balance within institutions--the need to provide stable leadership. Retaining vitality is the third area addressed. The importance of maintaining the distinctiveness and quality of institutions and the vitality of faculty are emphasized. The style of the boards is the final area considered. It is suggested that the boards deliberate in the open: that they examine closely the incentives they create for institutions, students, and faculty: and that the boards steer clear of politics. (PHR)

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STATEWIDE BOARDS FOR HIGHER EDUCATION: A GOVERNOR'S VIEW

BY: THE HONORABLE OTIS R. BOWEN, M.D., GOVERNOR OF INDIANA

BEFORE: THE EDUCATION COMMISSION OF THE STATES

SANTA FE, NEW MEXICO -- JULY 31, 1979

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IT IS A PLEASURE AND HONOR TO BE HERE TODAY. I AM ESPECIALLY PLEASED TO BE ALLOWED TO SHARE MY THOUGHTS WITH PRIVATE CITIZENS UPON WHOM RESTS MUCH OF THE RESPONSIBILITY FOR THE COURSE OF HIGHER EDUCATION.

THESE ARE EXCITING, CHALLENGING AND DEMANDING TIMES FOR OUR COUNTRY. THE FRONT PAGES OF OUR NEWSPAPERS ARE FILLED WITH NEWS ABOUT THE ECONOMY, ENERGY, AND HEALTH. ONLY RARELY IS HIGHER EDUCATION MENTIONED. THIS IS AN INTERESTING ANOMALY, BECAUSE, JUST BENEATH THE SURFACE OF EACH OF THESE HIGHLY VISIBLE NATIONAL ISSUES, ARE LESS VISIBLE EXPECTATIONS FOR HIGHER EDUCATION. IF PAST EXPERIENCE IS A GUIDE, HIGHER EDUCATION -- DESPITE ITS LACK OF PUBLICITY -- WILL CONTINUE TO BE AN IMPORTANT INGREDIENT IN OUR EFFORTS TO ADDRESS OUR MOST PRESSING PROBLEMS.

WE HAVE COME TO EXPECT A GREAT DEAL FROM OUR HIGHER EDUCATION SYSTEM AND IT HAS RARELY LET US DOWN. IT HELPED US RESPOND TO THE CHALLENGE OF SPUTNIK. IT HELPED US RESPOND TO THE CRIES FOR MASSIVE EDUCATIONAL OPPORTUNITY. ONE MARK OF OUR NATIONAL ESTEEM FOR HIGHER EDUCATION IS THE HIGH STANDARDS WE EXPECT FROM OUR SYSTEM. UNLIKE OTHER PUBLIC INSTITUTIONS, WE EXPECT THE BEST FROM HIGHER EDUCATION AND ARE VOCAL WHEN IT IS NOT FORTHCOMING. I HOPE THE DAY NEVER COMES WHEN WE EXPECT THE WORST OF HIGHER EDUCATION AND HENCE NEVER GRUMBLE BECAUSE OUR LOW EXPECTATIONS ARE MET.

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DESPITE ITS ACCOMPLISHMENTS, HIGHER EDUCATION CANNOT AND SHOULD NOT REST ON ITS LAURELS. THERE SHOULD BE NO DOUBT HERE THAT HIGHER EDUCATION WILL UNDERGO SIGNIFICANT CHANGES IN

THE NEXT DECADE AND EVEN BEYOND. HIGHER EDUCATION WILL NOT BE ABLE TO ESCAPE THE TIDAL TUG OF CHANGES NOW TAKING PLACE. DR. MILLARD, IN HIS FINE PRESENTATION THIS MORNING, MENTIONED SEVERAL OF THESE CHANGES -- DEMOGRAPHICS, FISCAL CONSTRAINTS, CONCERN FOR ACCOUNTABILITY, AND SOCIAL JUSTICE IN FACT AND NOT JUST IN INTENT. EACH OF THESE AND OTHER FORCES ARE AND WILL CONTINUE TO SHAPE HIGHER EDUCATION. HIGHER EDUCATION HAS LITTLE CHOICE ABOUT WHETHER OR NOT TO CHANGE. IT WILL. WHAT IT DOES HAVE SOME CONTROL OVER IS THE DIRECTION AND SCOPE OF CHANGE. THAT IS WHERE YOU AND OTHER MEMBERS OF STATEWIDE BOARDS CAN MAKE A DIFFERENCE.

DR. MILLARD PROPOSED A NUMBER OF APPROACHES WHICH STATEWIDE BOARDS COULD ADOPT IN ORDER TO BETTER DEAL WITH THE ISSUES OF THE 1980'S. HE COUNSELED, IF I RECALL CORRECTLY, MORE ATTENTION TO PLANNING AND BUDGETING PROCESSES, SUGGESTING THAT THESE PROCESSES BE REDESIGNED TO EMPHASIZE OUTCOMES AND PERFORMANCE. THIS IS THE DIRECTION WE HAVE BEEN MOVING IN INDIANA. OUR LEGISLATURE NOW DEALS WITH BUDGETS, NOT ONLY IN THE TRADITIONAL LINE ITEM APPROACH, BUT ALSO IN A FORMAT DESCRIBING THE EDUCATIONAL SERVICES OF INSTRUCTION, RESEARCH AND PUBLIC SERVICE. THESE SERVICES ARE FURTHER DESCRIBED BY OUTPUT MEASURES.

DR. MILLARD ALSO SUGGESTED THAT BUDGETING BE DONE LESS IN TERMS OF AVERAGE COST AND MORE IN TERMS OF FIXED AND VARIABLE COST. AGAIN, IN INDIANA, WE HAVE DEVELOPED A MARGINAL COST PROCEDURE FOR CONSTRUCTING OUR INSTITUTIONAL BUDGETS. WE BELIEVE A MARGINAL COST APPROACH INSURES ADEQUATE, BUT NOT SURPLUS RESOURCES IN A PERIOD OF ENROLLMENT REDUCTION.

THIRDLY, DR. MILLARD SUGGESTED THAT BUDGETING PROCEDURES SHOULD FOSTER INDIVIDUALIZED QUALITY IN OUR INSTITUTIONS RATHER THAN PROMOTE COLLECTIVE MEDIOCRITY. WE IN INDIANA

CONCUR. OUR BUDGETING PROCESS HAS A SEPARATE COMPONENT FOR QUALITY IMPROVEMENT AND SIGNIFICANT RESOURCES ARE PROVIDED TO DO A BETTER JOB, NOT JUST A BIGGER JOB.

WE ARE PROUD OF THE CHANGES WE HAVE MADE IN THE PLANNING AND BUDGETING PROCESSES IN INDIANA. THESE CHANGES WILL HELP US TO FURTHER STRENGTHEN OUR SYSTEM OF HIGHER EDUCATION, EVEN IN AN ERA OF DECLINING ENROLLMENTS.

OUR COMMISSION FOR HIGHER EDUCATION, COMPOSED OF 12 LAY CITIZENS, HAS MADE THESE CHANGES IN CONCERT WITH OUR LEGISLATURE, OUR BUDGET AGENCY AND OUR INSTITUTIONS. COOPERATION AT THE STATE LEVEL IS NOT DEAD, DESPITE REPORTS OF ITS DEMISE. YOU CAN FOSTER IT IN YOUR STATE. I ENCOURAGE YOU TO TRY, AND URGE YOU TO SUCCEED, BECAUSE THE DISCORDANT ALTERNATIVES ARE NOT ULTIMATELY PRODUCTIVE FOR ANYONE.

LET ME TURN NOW TO AREAS WHICH ARE IMPORTANT FOR STATEWIDE BOARDS. YOU MAY DETECT OVERLAPS BETWEEN DR. MILLARD'S THOUGHTFUL SUGGESTIONS AND MINE. I HOPE THIS IS SO, BECAUSE IT MAY ENCOURAGE YOU TO CONSIDER THOSE SUGGESTIONS MORE SERIOUSLY. I WOULD LIKE TO SPEAK TO FOUR AREAS, WHICH I HAVE LABELED AS SCOPE, BALANCE, VITALITY, AND STYLE.

SCOPE

AN ERA OF EXPANSION, LIKE THAT WHICH WE HAVE JUST GONE THROUGH, WAS EXCITING. IT WAS EASY TO BE ENTHUSIASTIC BECAUSE EXCITING THINGS WERE HAPPENING. FOR EXAMPLE, IT STILL STARTLES ME TO REALIZE THAT NATIONALLY WE WERE OPENING ONE COMMUNITY COLLEGE PER WEEK ON THE AVERAGE FOR A PERIOD OF TIME IN THE SIXTIES. I CONFESS INDIANA DID NOT DO ITS FAIR STATISTICAL SHARE IN THIS REGARD. WE OPENED NO COMMUNITY COLLEGES. IN FACT, THE LAST TIME A JUNIOR COLLEGE WAS STARTED IN OUR STATE WAS 1801. MOREOVER, THAT FINE JUNIOR

COLLEGE IS A UNIVERSITY -- VINCENNES UNIVERSITY! WE ARE VERY PROUD OF ITS COMPREHENSIVE, TWO-YEAR PROGRAM. WE WENT THE ROUTE OF REGIONAL CAMPUSES FOR OUR ALREADY ESTABLISHED PUBLIC INSTITUTIONS OF HIGHER LEARNING. THE POINT TO BE MADE HERE, HOWEVER, IS THAT EACH STATE'S SYSTEM OF HIGHER EDUCATION DEVELOPED IN QUITE DIFFERENT WAYS. WHAT WE SHARE IS THE RAPID PACE IN WHICH GROWTH TOOK PLACE.

HIGHER EDUCATION'S GROWTH CAME WITHOUT ADEQUATE PREPARATION AND WITHOUT ADEQUATE QUESTIONING. HOWEVER, MY INTEREST HERE IS MORE THAN JUST MONDAY MORNING QUARTERBACKING. IT LIES IN SUGGESTING THAT EACH OF OUR RESPECTIVE STATES PROBABLY HAVE PROGRAMS OF MARGINAL QUALITY IN PLACE, WHICH WE HAVE CONTINUED TO FUND. THESE MARGINAL PROGRAMS COST US MORE THAN WE THINK. THEY COST US AN OPPORTUNITY TO IMPROVE THE QUALITY OF OTHER PROGRAMS AND THEY COST US AN OPPORTUNITY TO START HIGH QUALITY PROGRAMS IN AREAS OF UNMET NEEDS.

THIS SAYS TO ME THAT A THOROUGH, ON-GOING, TOUGH-MINDED REVIEW OF EXISTING PROGRAMS MUST BE A HIGH PRIORITY FOR STATEWIDE BOARDS. THIS IS NO INSIGNIFICANT TASK. IT IS ONE THE STAFFS OF OUR HIGHER EDUCATION BOARDS CANNOT DO. FOR EXAMPLE, WE HAVE NEARLY 3,000 DEGREE PROGRAMS IN INDIANA AND ONLY TWO STAFF PEOPLE TO MONITOR THEM. THIS MEANS INSTITUTIONS MUST DO THE MAJOR JOB OF PROGRAM REVIEW. YET, INSTITUTIONAL ADMINISTRATORS HAVE BEEN LEAST WILLING TO MAKE SUCH HARD DECISIONS. STATEWIDE BOARDS MUST PUT INTO PLACE PROCESSES WHICH DEMAND AND SUPPORT INSTITUTIONAL ATTENTION TO THIS AREA.

PART OF THE SCOPE QUESTION, THEN, IS DEGREE PROGRAMS -- DO WE NEED ALL WE CURRENTLY HAVE AND DO WE NEED SOME WE DO NOT NOW HAVE?

A SECOND PART OF THE SCOPE QUESTION IS CLIENTELE -- THAT IS, ARE OUR INSTITUTIONS ATTEMPTING TO SERVE A CLIENTELE WHICH THE STATE FEELS NEEDS SERVING? THERE IS A REAL RISK, GIVEN THE ENROLLMENT BIND THAT MOST INSTITUTIONS FACE, THAT THEY WILL ATTEMPT TO BE TOO MANY THINGS TO TOO MANY FOLKS. FOR EXAMPLE, AN INSTITUTION SERVING 18-TO 21-YEAR OLD YOUTHS IS NOT LIKELY TO BE WELL EQUIPPED TO SERVE MATURE ADULTS. THEIR CURRICULUM, SCHEDULING, AND SUPPORT SERVICES ARE APT TO BE INAPPROPRIATE. MOREOVER, THEIR FACULTY MAY BE UNPREPARED TO DEAL WITH PERSONS WITH A BROAD RANGE OF ADULT EXPERIENCES.

MY LAST TOPIC WITH RESPECT TO SCOPE IS CLOSING OF INSTITUTIONS. THE NATIONAL CENTER FOR EDUCATIONAL STATISTICS REPORTS THAT, IN THE LAST NINE YEARS -- A PERIOD OF CONSIDERABLE ENROLLMENT GROWTH -- 162 INSTITUTIONS OF HIGHER EDUCATION CLOSED THEIR DOORS. THIS NUMBER WAS SPLIT ABOUT EVENLY BETWEEN FOUR-YEAR AND TWO-YEAR SCHOOLS. ABOUT EIGHTY PERCENT OF THESE CLOSINGS INVOLVED PRIVATE SCHOOLS. THERE IS NO SOLACE IN THE FACT THAT MOST OF THESE INSTITUTIONS WERE PRIVATE. PRIVATE INSTITUTIONS SERVE OUR CITIZENRY JUST AS DIRECTLY AS OUR PUBLIC INSTITUTIONS.

GIVEN THIS NUMBER OF CLOSINGS IN THE LAST NINE YEARS, HOW MANY CAN WE EXPECT IN THE NEXT NINE YEARS? CLOSING CAMPUSES IS AN ALTERNATIVE THAT NONE OF US ENJOYS. BUT, WITH RESTRICTED RESOURCES AND REDUCED ENROLLMENTS AND A NEED TO IMPROVE QUALITY AND PRODUCTIVITY, MOST OF US WILL HAVE TO CONSIDER CAMPUS CLOSINGS.

STATEWIDE BOARDS HAVE AN IMPORTANT ROLE TO PLAY IN THIS PROCESS. CAMPUS CLOSINGS, ESPECIALLY IN THE PUBLIC SECTOR, WILL EVOKE CONSIDERABLE POLITICAL ACTIVITY. IN MY OPINION, IT IS NOT THE ROLE OF STATEWIDE BOARDS TO ENGAGE IN PARTISAN OR PAROCHIAL

POLITICS. RATHER, YOUR ROLE SHOULD BE TO DEVELOP ALTERNATIVES AND TO PROVIDE CREDIBLE INFORMATION. EVEN MORE BASIC, YOUR RESPONSIBILITY SHOULD BE TO ENSURE THAT CAMPUS CLOSINGS CAN BE CONSIDERED ON EDUCATIONAL, STUDENT DEMAND, AND SOCIETAL NEED FACTORS AND NOT SOLELY ON POLITICAL GROUNDS.

BALANCE

THE SECOND AREA I WANT TO DISCUSS IS BALANCE. UNSETTLING FORCES, FROM WITHIN AND WITHOUT, THREATEN TO UPSET OUR HIGHER EDUCATION INSTITUTIONS. IT IS IMPORTANT THAT YOU HELP KEEP INSTITUTIONS IN BALANCE. FOR EXAMPLE, STABILITY IN INSTITUTIONAL LEADERSHIP IS IMPORTANT. IT SHOCKS ME TO LEARN THAT THE TENURE OF COLLEGE PRESIDENTS HAS FALLEN TO APPROXIMATELY SEVEN YEARS, AND MAY GET SHORTER. IT IS HARD TO BELIEVE THAT COLLEGE PRESIDENTS ARE DOING THEIR JOBS THAT POORLY. IF THEY ARE, THEN THEY SHOULD BE REPLACED. CONCURRENTLY, HOWEVER, YOU SHOULD ENCOURAGE YOUR INSTITUTIONS' TRUSTEES TO IMPLEMENT IMPROVED SELECTION PROCESSES. IT IS IMPORTANT THAT BOTH PRESIDENTS AND TRUSTEES BE ACCOUNTABLE. OUR STATE LEVEL EXPECTATIONS FOR THEM SHOULD BE CLEAR.

ANOTHER BALANCE ISSUE INVOLVES THE QUESTION OF PEOPLE VERSUS OTHER COMPONENTS OF INSTITUTIONAL BUDGETS. FOR MANY YEARS, WE HAVE BEEN TOLD THAT INSTITUTIONS ARE UNABLE -- BECAUSE OF LIMITED FUNDS -- TO PUT ENOUGH DOLLARS INTO LIBRARIES, EQUIPMENT, AND BUILDINGS AND GROUNDS MAINTENANCE. EACH YEAR, INSTITUTIONAL EMPHASIS SEEMS TO BE PLACED ON MAINTAINING THE NUMBER AND SALARIES OF FACULTY AND STAFF.

PERHAPS THE TIME HAS COME WHEN THE PEOPLE COMPONENT OF THE BUDGET MUST GIVE WAY TO EXPENDITURES IN THESE OTHER AREAS. WE MAY HAVE DEFERRED THESE EXPENDITURES LONGER THAN WE SHOULD HAVE. I AM NOT SUGGESTING A DROP IN AVERAGE COMPENSATION. IN FACT,

I BELIEVE WE NEED TO CONTINUE TO PROVIDE ADEQUATE COMPENSATION. BUT WE CAN INCREASE EXPENDITURES ON LIBRARIES, EQUIPMENT, AND FACILITIES AND INCREASE AVERAGE COMPENSATION IF WE MAKE CUTS IN TOTAL EMPLOYMENT.

IN FACT, LET ME GO ONE STEP FURTHER. WE MAY NEED TO MAKE LARGER CUTS THAN NECESSARY JUST TO RAISE AVERAGE COMPENSATION AND TO CATCH UP ON DEFERRED EXPENDITURES. WE MAY NEED ADDITIONAL CUTBACKS IN EXISTING PERSONNEL SO NEW PERSONNEL CAN BE HIRED. YOU ARE MORE FAMILIAR THAN I WITH FACULTY PROFILES IN YOUR STATES. IT IS LIKELY THAT YOUR FACULTY IS AGING RAPIDLY -- BECAUSE TENURED PERSONS ARE STAYING ON, BECAUSE MANY UNTENURED YOUNG FACULTY ARE NOT RETAINED, AND BECAUSE FEW IF ANY NEW YOUNG FACULTY ARE HIRED. IN SOME STATES, WE MAY BE CLOSE TO A SITUATION WHERE THE AVERAGE AGE OF FACULTY IS INCREASING FASTER THAN ONE YEAR FOR EACH CALENDAR YEAR. FOR THE GOOD OF OUR EDUCATIONAL SYSTEMS, THIS AGING PROCESS NEEDS TO BE SLOWED. IT IS UP TO YOU TO CREATE THE ENVIRONMENT WHERE THIS CAN HAPPEN.

UNLESS YOU DO SOMETHING, CURRENT PROJECTIONS INDICATE THERE WILL BE FEW FACULTY HIRED UNTIL THE YEAR 2000. THEN, IN THE PERIOD 2000 TO 2010, OUR INSTITUTIONS WILL BE FACED WITH REPLACING HALF THEIR FACULTY. THIS PATTERN MAKES NO EDUCATIONAL SENSE TO ME AND NEITHER, I SUSPECT, DOES IT TO YOU. BUT WILL WE DO SOMETHING ABOUT IT?

IN THE EARLY 1990'S, WE WILL NEED TO BEGIN EXPANDING GRADUATE PROGRAMS TO TRAIN NEW FACULTY MEMBERS. HOW WILL WE SUSTAIN, STRENGTHEN, AND EMPLOY THE TALENTS OF OUR BEST GRADUATE DEPARTMENTS UNTIL THEY ARE AGAIN NEEDED FOR PRODUCING NEW FACULTY? UNFORTUNATELY, GRADUATE PROGRAMS WHICH SEEM TO BE INCREASING IN SIZE ARE THOSE OF LOWER QUALITY. CAN WE AFFORD TO LET THIS TREND CONTINUE? I THINK NOT.

VITALITY

THE THIRD AREA TO WHICH I WOULD SPEAK IS VITALITY. THERE IS A REAL AND PRESENT DANGER THAT THE VITALITY OF OUR INSTITUTIONS AND FACULTY WILL DECLINE SIGNIFICANTLY IN THE NEXT FIVE TO TEN YEARS. THIS IS UNDERSTANDABLE BECAUSE OF THE DIFFICULTIES WHICH WILL BESET HIGHER EDUCATION IN THAT PERIOD. HOWEVER, FACULTY AND INSTITUTIONS COULD EASILY FALL VICTIM TO A DECLINING INDUSTRY MENTALITY AND TO BECOMING MORE CONCERNED ABOUT THEIR OWN WELFARE THAN ABOUT THE EDUCATIONAL NEEDS OF OUR CITIZENS. IT IS YOUR RESPONSIBILITY TO ENSURE THAT THIS DOES NOT HAPPEN.

WHAT WOULD HELP MAINTAIN INSTITUTIONAL AND FACULTY VITALITY? LET ME SHARE A FEW THOUGHTS.

REGARDING INSTITUTIONS, I THINK IT CRUCIAL THAT THEY HAVE AND MAINTAIN A SENSE OF DISTINCTIVENESS AND QUALITY. THEY SHOULD NOT MAINTAIN THEIR PREOCCUPATION WITH SIZE. YOU MUST HELP EACH INSTITUTION TO IDENTIFY, AND THEN HOLD TO, A SPECIAL NICHE WITHIN YOUR STATE SYSTEM OF HIGHER EDUCATION. THIS DISTINCTIVENESS WILL PROVIDE STUDENTS WITH MEANINGFUL CHOICES AMONG INSTITUTIONS AND PROTECT INSTITUTIONS FROM EDUCATIONALLY MEANINGLESS COMPETITION. OUR INSTITUTIONS SHOULD BE COMPETING ON THE BASIS OF EXCELLENCE, NOT ON THE BASIS OF OVERLAPPING PROGRAMS AND SERVICES.

THE AREA OF FACULTY VITALITY IS A DIFFICULT ONE AND I SPEAK TO IT CAUTIOUSLY. YET, IT IS SO IMPORTANT WE WOULD BE REMISS IF WE SIDE-STEPPED IT. FROM A STUDENT PERSPECTIVE, WE ARE ON THE VERGE OF A GOLDEN AGE IN HIGHER EDUCATION. FOR AT LEAST THE NEXT 10 TO 20 YEARS, INSTITUTIONS, ANXIOUS TO MAINTAIN ENROLLMENTS, WILL COURT STUDENTS. BOTH TRADITIONAL AND NONTRADITIONAL STUDENTS WILL BE SOUGHT OUT AND GIVEN UNPRECEDENTED FINANCIAL AND ACADEMIC ASSISTANCE. THERE ARE AMPLE OPPORTUNITIES FOR INSTITUTIONAL INDISCRETION IN THIS SITUATION. IF PUBLIC CONFIDENCE IS NOT TO BE LOST, YOU MUST ANTICIPATE THESE POTENTIAL PROBLEMS AND ENSURE THAT THEY NEVER HAPPEN.

THE OUTLOOK FROM A FACULTY PERSPECTIVE IS NOT SO BRIGHT. IN FACT, IT IS DOWNRIGHT BLEAK. WE MUST AVOID THE TEMPTATION TO JUSTIFY THE COMING FACULTY FAMINE BY REMINDING THEM OF THEIR MANY YEARS OF PLENTY. FACULTY MEMBERS ARE THE SPARK PLUG OF OUR HIGHER EDUCATION SYSTEM. IF OUR SPARK PLUG BECOMES FOULED, OUR MAGNIFICENT EDUCATIONAL MACHINES WILL SPUTTER AND COAST TO A STOP. THEN, OUR EDUCATIONAL PLANS FOR OUR CHILDREN AND FOR ADULTS RETURNING TO SCHOOL WILL BECOME JUST A DREAM. I AM NOT WISE ENOUGH TO SUGGEST HOW YOU MIGHT IMPROVE THE VITALITY AND ENTHUSIASM OF YOUR FACULTY. I WOULD NOTE, HOWEVER, THAT IT IS UNLIKELY THAT FACULTY ENTHUSIASM WILL BE HIGH IF EDUCATIONAL PROGRAMS ARE UNDERFUNDED SO THAT LITTLE NEEDED OR UNNEEDED PROGRAMS ARE MAINTAINED, OR IF AVERAGE COMPENSATION IS DEPRESSED SO THAT LITTLE NEEDED OR UNNEEDED FACULTY ARE KEPT ON.

STYLE

THE LAST AREA I WANT TO BRIEFLY ADDRESS IS STYLE. I WANT TO MAKE JUST THREE POINTS. FIRST, IT IS MORE IMPORTANT THAN EVER THAT STATEWIDE BOARDS DELIBERATE IN THE OPEN. YOUR DISCUSSIONS SHOULD BE PUBLIC IN THE BROADEST POSSIBLE SENSE. MY EXPERIENCE IS THAT PUBLIC DELIBERATIONS CHANGE THE WAY IN WHICH PROBLEMS ARE ADDRESSED. FOR EXAMPLE, PUBLIC DISCUSSIONS IN AND OF THEMSELVES CAN ENCOURAGE HIGHER EDUCATION INSTITUTIONS TO TAKE SERIOUSLY TOPICS ABOUT WHICH THEY WOULD MANEUVER IF DISCUSSED ONLY IN PRIVATE.

SECONDLY, I URGE YOU TO CLOSELY EXAMINE INCENTIVES THAT STATEWIDE BOARDS CREATE FOR INSTITUTIONS, STUDENTS, AND FACULTY. YOU SHOULD BE CONVINCED THAT THE INCENTIVES ARE THE RIGHT ONES AND ARE STRONG ENOUGH TO GET THE JOB DONE. ON THE OTHER HAND, I BELIEVE IT IMPORTANT TO AVOID, WHENEVER POSSIBLE, IMPOSITION OF RULES AND REGULATIONS. THE FEDERAL EXPERIENCE WITH DETAILED RULES AND REGULATION IS INSTRUCTIVE IN THIS REGARD. I HOPE STATES LEARN FROM THE COSTLY AND INEFFECTIVE FEDERAL EXPERIENCE AND AVOID REGULATIONS

AS MUCH AS POSSIBLE. OUR EDUCATIONAL INSTITUTIONS ARE TOO DIVERSE, AND OUR INSTITUTIONAL LEADERS' JUDGMENTS TOO GOOD TO SET THEM ASIDE IN FAVOR OF BLIND, UNIFORM RULES.

THIRDLY, I REPEAT MY ADVICE TO STAY OUT OF POLITICS. IN MY JUDGMENT, NO DEVELOPMENT COULD BE MORE DEBILITATING TO THE HEALTH OF STATEWIDE BOARDS THAN A PARTISAN OR PAROCHIAL APPROACH. STATES ALREADY HAVE AMPLE AND ADEQUATE POLITICAL MECHANISMS AND THE SPECIAL INTERESTS SURROUNDING HIGHER EDUCATION SPEAK TO THOSE MECHANISMS.

STATE LEVEL DECISION MAKERS NEED A SOURCE OF FACTUAL INFORMATION, OF ALTERNATIVE APPROACHES TO TOUGH PROBLEMS, AND OF CONSIDERED OPINION THAT CUTS ACROSS OR TRANSCENDS SPECIAL INTERESTS AND POLITICS. IF LEGISLATORS AND GOVERNORS CANNOT GET THESE SERVICES FROM STATEWIDE BOARDS, THEY WILL BUILD UP THEIR OWN STAFFS, ADD TO COMMITTEE STAFFS, OR CREATE NEW AGENCIES. IN THE LONG RUN, THIS KIND OF BYPASSING OF EXISTING STATEWIDE BOARDS WOULD BE BAD FOR HIGHER EDUCATION AND WOULD MAKE OUR STATE GOVERNMENTS LOOK MORE LIKE THE FEDERAL BUREAUCRACY, WHOSE PERFORMANCE AND COST WE ALL ABHOR.

AS YOU KNOW, LAY BOARDS ARE ALMOST UNIQUE TO THE UNITED STATES. IN MOST COUNTRIES, A GOVERNMENT AGENCY GOVERNS AND FINANCES HIGHER EDUCATION. THE AMERICAN TRADITION IS THAT BOTH INSTITUTIONS AND STATE GOVERNMENT RELY ON LAY BOARDS FOR GOVERNANCE AND BUDGETING. WE SEE INCREASING EFFORTS TO CREATE EDUCATIONAL BUREAUCRACIES AT FEDERAL AND STATE LEVELS, TO INCREASE EXECUTIVE STAFF INVOLVEMENT IN HIGHER EDUCATION. THESE EFFORTS WILL ACCELERATE AND SUCCEED ONLY TO THE EXTENT LAY BOARDS ABROGATE THEIR RESPONSIBILITIES AND FAIL TO PROVIDE THOUGHTFUL, EFFECTIVE LEADERSHIP.

TO CONCLUDE, I REPEAT THAT IT IS A PLEASURE AND HONOR TO BE HERE. I AM ENCOURAGED BY THE ENERGY AND THE SENSE OF RESPONSIBILITY WHICH LAY MEMBERS, SUCH AS YOURSELVES BRING TO STATEWIDE BOARDS. GOVERNORS, LEGISLATURES AND CITIZENS NEED YOU TO PROVIDE THE CENTRAL LEADERSHIP FOR OUR HIGHER EDUCATION SYSTEMS. OUR CONFIDENCE IN YOU HAS BEEN WELL PLACED IN THE PAST. I AM CONFIDENT THAT IT IS NOT MISPLACED FOR THE FUTURE.

THANK YOU.